

## CHAPTER I

### INTRODUCTION

#### A. BACKGROUND OF THE STUDY

As a foreign language in Indonesia, English has its own complexity in teaching and learning. Teaching English as foreign language (EFL) in vocational school needs the suitable syllabus for teaching and learning in order to make it more useful for the learners and not wasting time in teaching to the students.<sup>1</sup> To make it more useful, of course, the teachers of English need to consider the basic needs of the students in learning English at their classroom. Accounting Program in vocational school as a subject of this research is a study program which needs its own specification for English subject in order to match with the students' target knowledge of accountancy.

English learning in vocational high school (SMK) should be different from regular high school, therefore there is a term of ESP (English for Specific Purpose). ESP is a term that refers to the teaching of English to students who are learning language for a particular work or career.<sup>2</sup> This specification of English use will help students to master English as well as what they need in term of specific purpose of the specific program they take in vocational high school. One argument for such a need is that ESP has become an important subject among other subjects to be taught at vocational schools as English has become one of the main means of worldwide communication.

In line with the above definition, ESP then should meet the students' specified needs and should make the students learn something based on their reason for learning. By conducting needs analysis, it will find out the students' needs in terms of use of the language in the target situation and the students' needs in acquiring the language learned. ESP with its

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<sup>1</sup>Suyadi, "English for Specific Purpose for Accounting Student", *International Journal of Innovation and Research in Educational Sciences*, Vol.3 No.2, 2016, 144.

<sup>2</sup>Brian Tomlinson, *Developing materials for Language Teaching*, (London: Continuum, 2003),307.

emphasis on needs analysis as a starting point in language program design was an important factor in language curriculum development in vocational high school.<sup>3</sup> This step helps the curriculum planners or learning provider knows whether the content of the programs is relevant with the learners' need or not.<sup>4</sup>

Some students may not have a specific purpose for learning a foreign language, and they attend the program just for fun or to pass an exam. Need analysis is a process to identify what students require to learn in the target situation and how the students learn the target language among the period of training time.<sup>5</sup> As a result, needs analysis was warmly welcomed by ESP teachers as an approach to course design, which focused on students' needs.<sup>6</sup> Needs assessment or need analysis is a part of curriculum development and is normally required before a syllabus can be developed for language teaching.

Regarding the English teaching and learning process, SMKN 1 Bangkalan uses curriculum 2013. The school is using syllabus which was adopted from the model that given from the government. The syllabus of teaching ESP for Accounting students is considered very crucial due to the fact that the existing syllabus being used is not based on the needs analysis in the field, but rather than on the teacher judgment. Consequently, the teaching of English tends to be very general instead of content-based since the teachers' mastery on ESP for accounting field is inadequate. Students are not highly motivated to learn English as the instruction materials are not interesting for them and do not have any relationship with their field of study. The failure of the students in recruitment test is due to the low mastery of English instead of their mastery of

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<sup>3</sup> Laurence Anthony, "Defining English for Specific Purposes and the Role of the ESP Practitioner", (Japan, Okayama University of Science), 15

<sup>4</sup> B. martin, *Assessing Students' language needs in a need analysis*, 2003. 115. Accessed on April 23, 2017 from [http://www.paaljapan.org/resources/PAL9/pdf/Balint Martin.pdf](http://www.paaljapan.org/resources/PAL9/pdf/Balint%20Martin.pdf).

<sup>5</sup> Hyun Hyo Kim, "Needs Analysis for English for Specific Purpose course Development for Engineering Students in Korea", *International Journal of Multimedia and Ubiquitous Engineering*, Vol.8, No.6, 2013,2.

<sup>6</sup> David Nunan, "The Impact Of English As A Global Language On Educational Policies And Practices In The Asia-Pacific Region", *TESOL Quarterly*, vol.37 no.4 ,2003. 50.

content subjects. ESP Syllabus, like any other syllabus, consists of a description of what will be included in the program, or program objectives.<sup>7</sup>

Kitao states that in designing the program, especially for designing English syllabus, something to be considered is students' need.<sup>8</sup> By analyzing student's need, the program designer can understand what and how the program should be conducted. However, the syllabus for teaching English for Accounting does not create by finding out the student needs as the previous step. Therefore, it may indicate that the syllabus does not cover the student needs yet.

This study investigates the needs of the students and the suitability of the existing English syllabus which is conducted in accounting program at SMKN 1 Bangkalan. SMKN 1 Bangkalan is chosen as the place for doing research because it is the oldest vocational high school that exists in Bangkalan. The school aims towards high quality school which is proven by some cooperation with both domestic and foreign institution as a place for students' apprenticing. The accounting program selected in SMKN 1 Bangkalan because the program is the most favorite program in that school, and got many trophies in joining the contest. The researcher observes that accounting program has bigger chance to use English in the future career than other program in SMKN 1 Bangkalan.

## **B. Problems of the Study**

Based on the background of the study that has been explained, the researcher decides to have two research questions as following:

1. What are the students' needs in learning English in accounting program at SMKN 1 Bangkalan?

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<sup>7</sup> Ms. Veena. P, "Importance of Needs Analysis in Curriculum Development for Vocational Purpose", International Journal of English Language, Literature and Humanities Vol. IV, (India, Loyola Academy Hyderabad, 2016), 440

<sup>8</sup>L. Ifitaturrahmah., Undergraduate Program: "A Survey Of The Need Analysis Of Kejar Paket C.

*Learner's In Learning English"* (Surabaya: State Islamic University Sunan Ampel Surabaya, 2012)

2. To what extent does the existing English syllabus meet the students' needs in learning English in accounting program at SMKN 1 Bangkalan?

### **C. Objectives of the Study**

Related to the statement of the problems, there are also two objectives of the study here, there are:

1. To find the needs of students in Accounting program at SMKN 1 Bangkalan
2. To describe the suitability of the existing English syllabus with the needs of the students in teaching English in accounting program.

### **D. Significance of the Study**

1. For teacher  
It is expected that the result of this research give some inputs in teaching English based on students need which can be used as a model to design the effective and efficient English teaching-learning process at the school.
2. For School Principal  
Hopefully the result of this study can inform the school principal to support and improve the quality of the next English teaching and learning process.
3. For Future Researcher  
This research provides valuable references to conduct further research in developing material used in teaching English for *SMK*.

### **E. Scope and limitation of the Study**

Related to the problem that has been explained, the scope of this study is the analysis of the language skills that mostly needed by the students and the types of data that will be used by the students in learning English in accounting program at SMKN 1 Bangkalan. By knowing the needs of the students, the teacher can match the suitable material in teaching English. Choosing the suitable material in teaching English is needed to meet the students' need in learning English. This study is limited only to the eleventh grade students of accounting program at SMKN 1 Bangkalan. The result of this study is only applicable to Accounting students at SMKN 1 Bangkalan and not applicable to the other SMK or SMA.

## F. Definition of the Key Terms

To avoid misunderstanding in reading this study, the researcher provides the definition of key terms as follows:

### 1. ESP

Hutchinson and Waters define ESP as an approach rather than a product, meaning that ESP does not involve a particular kind of language, teaching material or methodology.<sup>9</sup> It is said that ESP is an approach to language learning, which is based on learner need, because the content and method are based on the learner's reason for learning. In this research, ESP should be seen as an approach to language teaching which is directed by specific and apparent reason for learning English.

### 2. Needs Analysis

According to Hutchinson and Waters, needs analysis is the base of 'necessities' and 'wants', which are a classification between what students have to know and what the students felt they have to know.<sup>10</sup> Need analysis in this research means that an activity for getting information to meet the needs of the students. Needs analysis helps in collecting and analyzing data for determination of what learner's want and need to learn.

### 3. Students' Needs

In ESP, students' needs are often described in terms of performance that is in terms of what the students will be able to do with the language at the end of study.<sup>11</sup> In this research, the students' needs can be seen by conducting need analysis. The information would also be needed about the different kinds of activities the students would be using the language, the language functions involved, the situations, and which of the four language skills would be needed.

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<sup>9</sup> Tom Hutchinson and Alan Waters, *English for Specific* Tom Hutchinson and Alan Waters, *English for Specific Purpose* (New York, Cambridge University Press,1987),80 *Purpose* (New York, Cambridge University Press,1987),6

<sup>10</sup> Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge, Cambridge university press,2001),51

<sup>11</sup> Ibid, 33

#### 4. English Syllabus

A syllabus is a document which says what will (or at least what should) be learnt.<sup>12</sup> Hyland define syllabus design as a plan of what is to be achieved through teaching and learning, identifying what will be worked on in reaching the overall program aims and providing a basis for evaluating students' progress.<sup>13</sup> This research analyzes the English syllabus of accounting program at SMKN 1 Bangkalan to know the suitability of the syllabus and the students' need.

#### 5. Accounting Students

Accounting Program is a study program which needs its own specification of material for English subject in order to match it with the students' target knowledge of accountancy.<sup>14</sup> Accounting students are those who are studying a study program in vocational schools. The information of the students' needs was taken from accounting students at SMKN 1 Bangkalan as a subject in this research

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<sup>12</sup> Tom Hutchinson and Alan Waters, *English for Specific Purpose* (New York, Cambridge University Press, 1987), 80

<sup>13</sup> Sebastian Jeczelewski, "Need Analysis, Course Design and Evaluation of Business English". University of Iceland, 2016, 14.

<sup>14</sup> Suyadi, "English for Specific Purpose for Accounting Student". *International Journal of Innovation and Research in Educational Sciences*. Vol.3 No. 2, 2016, 144